

INITIAL OR FIRST CONTACT SHEET (school year 2022-2023)

The first contact is a key session that should be well prepared and led with much care. It is known in communication that the first impression when meeting someone is of high importance and can affect you or the people you meet, in a sense or another. The teacher should thus seek to positively impress the learners and convince them to engage in the English learning adventure with him/her this year. This session should be used to fix the didactic (and pedagogical) contract. Also, the opportunity should be given to the learners to express their needs, preoccupations, fear (or feelings) about English language and English classes, as suggested by the communicative approach (D. Larsen-Freeman: 2000 p.130, P.D. Shastri: 2010 p.43, J.C. Richard and T.S Rodgers: 2014, p.99, etc.).

This paper is intended to serve as a guide for the teacher; s/he can adapt it. Some parts or contents are compulsory and others not at all; still others are advisable or are a gathering of some useful information about the English language.

I. INTRODUCING YOURSELF AS THE ENGLISH TEACHER OF THE CLASS

NAME (compulsory).....

FIRST NAME (useful).....

NICKNAME (Only positive/constructive nicknames are advisable. Example: "Mr. Ray" for "Raymond". This is absolutely not compulsory)

EXPERIENCE (not compulsory but can help)

FORMER SCHOOL(S) WHERE YOU TAUGHT (if any)

MARITAL SITUATION (not compulsory)

E-mail (useful).....

Phone numbers (not compulsory).....

Office hours (days and hours of reception).....

II. CHECKING THE TIME TABLES (compulsory)

Class.....

Day 1..... Time..... Room.....

Day 2..... Time..... Room.....

Day 3..... Time..... Room.....

III. CLASSROOM MATERIALS TO USE THIS YEAR (compulsory)

Copybook:.....

Textbooks:.....

Dictionary:.....

Others.....

IV. PRESENTATION OF ENGLISH (LANGUAGE) IN THE WORLD AND ADVICE (useful)

• PLACE OF ENGLISH IN THE WORLD

English is among the top three most spoken languages of the world as indicated in the table below (J. Lane:2021). Its rank varies whether it is considered as native language or on the basis of all its speakers.

TOP TEN LANGUAGES BY NUMBER OF NATIVE SPEAKERS			TOP TEN LANGUAGES BY TOTAL NUMBER OF SPEAKERS		
Rank	Language	Total speakers	Rank	Language	Total speakers
1	CHINESE	1.3 Billion	1	ENGLISH	1.348 Billion
2	SPANISH	471 Million	2	MANDARIN (CHINESE)	1.120 Billion
3	ENGLISH	370 Million	3	HINDI	600 Million
4	HINDI	342 Million	4	SPANISH	543 Million
5	ARABIC	315 Million	5	STANDARD ARABIC	274 Million
6	PORTUGUESE	232 Million	6	BENGALI	268 Million
7	BENGALI	229 Million	7	FRENCH	267 Million
8	RUSSIAN	154 Million	8	RUSSIAN	258 Million
9	JAPANESE	126 Million	9	PORTUGUESE	258 Million
10	LAHNDIA (in Pakistan)	118 Million	10	URDU (in Pakistan)	230 Million

Other sources classify the top ten most spoken languages as follows: English, Mandarin, Hindi, Spanish, French, Arabic, Bengali, Russian, Portuguese and Indonesian. All the sources agree on the rank of English as the most spoken language in the world. It is classified as an official language in 67 different countries.

“English is the language required by the world for greater understanding..., a language of modern sciences and technologies, a language of all competitive examinations – be they the state level, national level or international level...Eighty percent [80%] of computer data are processed and stored in English... Five thousand [5,000] newspapers, more than half the newspapers published in the world are published in English... English has become the language of international affairs, correspondence, commerce and trade.” (S. R. Ahmad: 2016)

• SOME ENGLISH SPEAKING COUNTRIES IN THE WORLD

CONTINENT	COUNTRY	CAPITAL CITY	INHABITANTS	COUNTRY	CAPITAL CITY	INHABITANTS
AFRICA	BOTSWANA	GABARONE	BOTSWANIANS	KENYA	NAIROBI	KENYANS
	GHANA	ACCRA	GHANIANS	LIBERIA	MONROVIA	LIBERIANS
	NIGERIA	ABUJA	NIGERIANS	ZIMBABWE	HARARE	ZIMBABWEANS
AMERICA	CANADA	OTTAWA	CANADIANS	GUYANA	GEORGETOWN	GUYANESES
	BAHAMAS	NASSAU	BAHAMIANS	SAINT LUCIA	CASTRIES	SAINT LUCIANS
	JAMAICA	KINGSTON	JAMAICANS	USA	WASHINGTON	AMERICANS
ASIA	INDIA	NEW DELHI	INDIANS	PAKISTAN	ISLAMABAD	PAKISTANIS
	HONG KONG	CITY OF VICTORIA	HONGKONGESES	PHILIPINES	MANILA	FILIPINOS
EUROPE	IRELAND	DUBLIN	IRISH	SCOTLAND (UK)	EDINBURGH	SCOTS
	ENGLAND (UK)	LONDON	ENGLISH	WALES (UK)	CARDIFF	WELSH
OCEANIA	AUSTRALIA	CAMBERRA	AUSTRALIANS	NEW ZEALAND	WELLINGTON	NEW ZEALANDERS
	FIJI	SUVA	FIJIAN	SOLOMON ISLAND	HONIARA	SOLOMON ISLANDERS

• WHY LEARN ENGLISH AS AN IVORIAN STUDENT

¹A la fin de du premier cycle du secondaire, l'élève doit avoir construit des connaissances et des compétences lui permettant de:

- ✓ Comprendre un texte simple écrit en anglais traitant de son environnement immédiat et du monde extérieur ;
- ✓ S'exprimer de façon efficace dans un anglais simple ;
- ✓ Utiliser des structures lexicales et grammaticales simples pour s'exprimer en anglais ;
- ✓ Communiquer de façon compréhensible à l'oral avec toute personne s'exprimant en anglais ;
- ✓ Communiquer de façon compréhensible à l'écrit avec toute personne s'exprimant en anglais.

²A la fin de la classe de Terminale, l'apprenant doit avoir acquis/construit des connaissances lui permettant de :

- ✓ comprendre un texte écrit en Anglais traitant de son environnement immédiat et du monde extérieur;
- ✓ accéder aux informations en ligne pour les besoins de recherches des études supérieures ;
- ✓ écouter et comprendre un message oral ;
- ✓ communiquer de façon compréhensible à l'oral avec toute personne s'exprimant en anglais ;
- ✓ communiquer de façon compréhensible à l'écrit avec toute personne s'exprimant en anglais.

¹ Ministère de L'Education Nationale, de l'Enseignement technique et de la Formation Professionnelle
PROGRAMMES EDUCATIFS ET GUIDE D'EXECUTION, ANGLAIS 3^e pp.6-7

²Ministère de l'Education Nationale de l'Enseignement technique et de la Formation Professionnelle
PROGRAMMES EDUCATIFS ET GUIDES D'EXÉCUTION TERMINALE, ANGLAIS p.6

• SOME ADVICE TO BE GOOD AT ENGLISH

As a student, you should:

- ✓ Have the required documents in class (copybooks, textbooks, etc.) and take part in all the English courses;
- ✓ Learn irregular verbs, vocabulary (seek to know the name of everything around you) and English grammar; do your personal research to note in your special notebook;
- ✓ Not be shy, but try always to speak in class and outside the classroom, even if you make mistakes;
- ✓ Participate in the English club and be with your friends who like and speak English;
- ✓ Watch or Listen to English speakers (TV, radio, YouTube videos, etc.);
- ✓ Etc.

• YOUR PRINCIPLES AS A TEACHER TO SET DISCIPLINE

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Note: The session is the occasion for you to set the organization of the class (at least to begin), to tell students how you reward those who make efforts, the different types of lessons, the important steps of lessons, what you expect from learners, how you test and mark (didactic and pedagogic contract), etc.

• WHICH LANGUAGE TO USE DURING THE FIRST CONTACT SESSION?

It may appear to some that this should not be a question to put, but practice has showed that it is! For the advocates of TL-only (here English only), only English should be spoken from beginning to end, maybe except for Form 1 classes in a certain proportion. Yet, studies like that of Yi-chun Pan (2010) and many other scientific papers and productions have proved that the learner's L1 (here French) in some dimensions is of great utility in an EFL classroom context. To set "strong" (key) instructions with no ambiguity in order "to model" the class, to allow students "to open their hearts" to the teacher with an amount of language security, the use of the L1, whatever the level of students, will significantly be useful for the first contact session!

As a teacher, at the end of this session, your learners should feel happy, excited to meet you again next time and enthusiastic to learn English with you this year. You should have shown them that you are there to help them in spite of their weaknesses as much as you can - but this should be true all the school year.

Thanks and God bless you!

References

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 RICHARDS, Jack C. and Rodgers, Theodore S., 2014, Approaches and Methods in Language Teaching, 3rd Ed. Cambridge UK: Cambridge University Press.
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 AHMAD, Shaik Riyaz, 2016, International Journal of Applied Research, 2(3) pp.478-480
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 Lane, James, 2021, The 10 Most Spoken Languages In the World www.babel.com, consulted on 10 September 2021

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